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ABSTRACT

This booklet describes 10 outstanding adult education and literacy programs, one for each of the country's 10 geographic regions, that won awards from the U.S. Secretary of Education in 1992. The winners embody the best elements of how the adult learning system will move the nation to meet the National Education Goal for Adult Literacy and Lifelong Learning (Goal 5), so that every adult American will be literate and possess the kind of workplace skills necessary to compete in an ever-changing world. Each one-page program description presents the program's outstanding features and provides the name, address, and telephone number of a contact person. Photographs are included in each description. The booklet also summarizes the background of the awards, gives the 10 key characteristics used to distinguish excellent programs in the 1992 competition, and lists the regional runners-up. The programs are as follows: (1) Adult Academy Center for Public Service, Brown University, Providence, Rhode Island; (2) Rochester Family Learning Center, Rochester, New York; (3) Arlington Education and Employment Program, Arlington, Virginia; (4) Worksite Education Program, Louisville, Kentucky; (5) The Adult Education and Literacy Program, Township High School, District 214, Arlington Heights, Illinois; (6) Adult Basic Education Program, Dona Ana Branch Community College, Las Cruces, New Mexico; (7) Parkway Area Adult Basic Education, Creve Coeur, Missouri; (8) The Adult Learning Center, Western Wyoming Community College, Rock Springs, Wyoming; (9) Pima County Adult Education, Pima County Superintendent of Schools, Tucson, Arizona; and (10) Adult Literacy Project, Tacoma Community House, Tacoma, Washington. (KC)

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The Secretary's Awards

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Portraits of Excellence

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Outstanding Adult Education and Literacy Programs 1992

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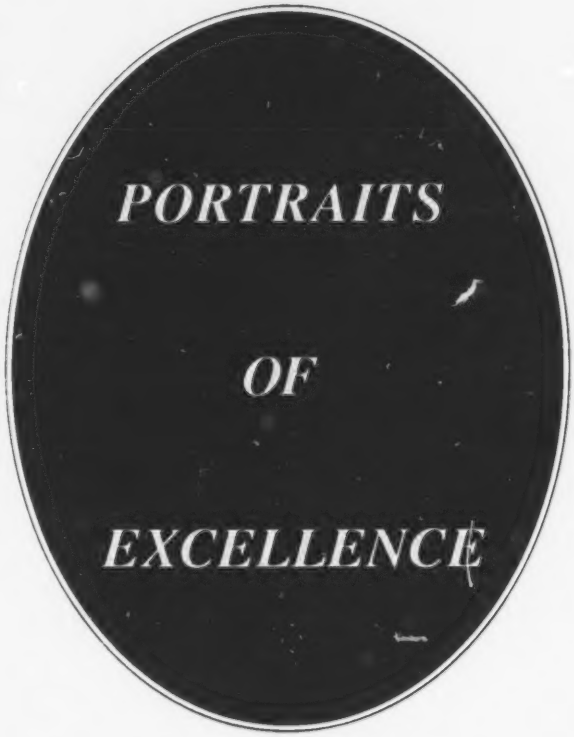

THE SECRETARY'S AWARDS

FOR OUTSTANDING ADULT EDUCATION AND LITERACY PROGRAMS

U. S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
WASHINGTON, D.C. 20202

October 1992

GOAL 5:
ADULT LITERACY AND LIFELONG LEARNING

"By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

From a Joint Statement Announcing Agreement on National Education Goals
President Bush and the Governors
September 1989

THE STRATEGY FOR ACHIEVEMENT

"For those of us already out of school and in the work force, we must keep learning if we are to live and work successfully in today's world. A 'Nation at Risk' must become a 'Nation of Students.'"

AMERICA 2000: An Education Strategy
President George Bush
April 18, 1991

MESSAGE FROM THE SECRETARY

I am pleased to announce this year's winners of the Secretary's Awards for Outstanding Adult Education and Literacy Programs. They embody the best elements of how the adult learning system will move our nation to meet the National Education Goal for Adult Literacy and Lifelong Learning, so that every adult American will be literate and possess the kind of workplace skills necessary to compete in an ever-changing world.

Outstanding programs in communities all across the nation were considered carefully for these awards. The ten finalists being honored this year were chosen as the best examples of programs that are transforming adult education and literacy to better prepare adults for work and life in the twenty-first century.

AMERICA 2000, the President's strategy to meet the National Education Goals, is strengthened by the kind of commitment to education excellence shown by this year's winners. These dynamic examples show what can happen when business-as-usual meets the transforming power of bold, break-the-mold ideas.

Congratulations to this year's winners and to the dedicated men and women whose leadership and determination to make their communities places where learning happens are helping to make America a better place for all its citizens.

Lamar Alexander

Lamar Alexander
Secretary of Education

THE NATIONAL EDUCATION GOALS

GOAL 1: READINESS FOR SCHOOL

By the year 2000, all children in America will start school ready to learn.

GOAL 2: HIGH SCHOOL COMPLETION

By the year 2000, the high school graduation rate will increase to at least 90 percent.

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

GOAL 4: SCIENCE AND MATHEMATICS

By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

GOAL 5: ADULT LITERACY AND LIFELONG LEARNING

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

GOAL 6: SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

BACKGROUND

The Secretary of Education established the Secretary's Awards for Outstanding Adult Education and Literacy Programs in 1985 to recognize excellence in local program services for educationally disadvantaged adults. The recognition program has assumed increasing importance as a means of focusing national attention on a range of high quality programs that demonstrate excellence in local communities. Congress, in the 1991 National Literacy Act, called for quality, accountability and strong coordinated community efforts in laying out amendments to the Adult Education Act. The 1992 awards program focuses on these elements.

The selection process begins with an invitation by the U.S. Department of Education for two nominations from each state. From these submissions, the Department selects two programs from each of its ten regions for final competition. Experienced staff experts visit each program nominated and record detailed observations. Finally, a panel of national experts from the field of adult education and literacy selects the ten top programs, one from each region, to receive the awards.

Criteria for the review and evaulation of nominations for the Secretary's Awards are based upon recommendations from program administrators and practitioners, state directors of adult education, research on successful elements in program delivery, and the National Goals for Education.

The criteria against which nominated programs are evaluated identify program elements usually found in high quality programs. Describing these elements in the context of an operating program facilitates their replication across the country.

KEY CHARACTERISTICS

The ten key characteristics used to distinguish excellent programs in the 1992 competition were:

- The program has measurable objectives that are consistent with the learning goals for students and program mission.
- The program can provide evidence that these objectives are being met.
- The program can provide evidence that student learning goals have been met.
- The curriculum is related to program objectives; instructional methods and materials reflect recent trends.
- The program environment is appropriate and adaptable to the special needs of adult learners.
- To a significant degree, the program coordinates with public and private sector entities in order to respond to a variety of needs and goals of adult learners.
- The program provides for evaluation and feedback from students, and concerned individuals and groups. Evidence is available to indicate how this feedback influences program decisions.
- The program has specific, successful strategies for recruiting and retaining students.
- Staff and professional development opportunities are provided to program personnel.
- The program has effective elements that are clearly demonstrated and potentially replicable at other sites.

THE 1992 WINNING PROGRAMS

ADULT ACADEMY CENTER FOR PUBLIC SERVICE

BROWN UNIVERSITY
PROVIDENCE, RHODE ISLAND
(REGION I)

The Adult Academy: A Program for Literacy/Language Education has a statewide network of projects and services characterized by quality and innovation in all areas: staff training, coordination, evaluation and program improvement, and flexible learner-focused instruction. It delivers services through community-based literacy programs, serving adults with limited English proficiency from a variety of cultures, older persons, homeless adults, the deaf, and developmentally disabled adults.

Each of the 20 service delivery sites tailors its goals and methods to its target population. Instructional techniques include one-on-one educational counseling, a home tutoring program, and small-group classes. Career counseling and GED preparatory courses are available, along with placement in continuing education programs, job experience and training, refugee services, and personal counseling. Most project sites have waiting lists, but referrals enable learners to enroll in any slot throughout the network.

Staff of the Academy and the local projects are predominantly professional adult educators, certified instructors, or experienced tutors. The Academy recruits, trains, and places more than 250 tutors each year. Advanced learners are encouraged to complete training and return as tutors or mentors for new learners. This extensive tutor training process ensures consistency and quality of individualized instruction to the largest possible number of learners in the network.

The Adult Academy encourages not only acquisition of basic skills but also application of those skills through increased work-related, community, and social involvement. Evidence that students respond to this kind of integrated instruction includes employment or job promotion, purchase of property, increased community activity, and involvement in intergenerational education efforts. Student involvement has included a bilingual PTA group, increased written advocacy by homeless adults concerning state legislation that affects them, job promotions for deaf learners due to improved written expression and comprehension, and submission of a book by learners in the local Veterans Association writing program to the National Very Special Arts competition.

Photo Caption: An adult learner in the Deaf Literacy Program is shown communicating in American Sign Language with instructor Maria Okwara. All classes in this program are team-taught by adult education professionals who are themselves deaf. Instruction is based on bilingual education and learner-centered philosophy.

Contact:: Marie Cora, The Adult Academy, Howard R. Swearer Center for Public Service, 25 George Street, Providence, RI 02912, Telephone 401/863-3986.

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ROCHESTER FAMILY LEARNING CENTER

ROCHESTER, NEW YORK
(REGION II)

The Family Learning Center has, in just two years, earned community recognition as an effective means of preparing unemployed and undereducated adults for employment, within a family learning setting. Adults receive basic skills and/or occupational training in the areas of nursing, trades, food services, office work, or child care. Through a cooperative arrangement with local businesses, all adults who complete the occupational training program are placed for employment. More than 80 percent of all center students are referred from the local JOBS program (Job Opportunities and Basic Skills), which ties continued public assistance to mandatory participation in education and training.

In a significant departure from traditional adult education approaches, preparation for employment is but one part of a one-stop, multipurpose family learning concept. Instructional offerings include adult education as a critical component in the broader family literacy program. The center has skillfully blended public and private funding sources, including grants from the Toyota Family Literacy Foundation, and other private, state, and federal funds.

More than 500 students participate in the program in a given day--twice as many as expected. The retention rate is close to 100 percent, with a waiting list for services. Since the center opened in late 1990, 116 adult students have received a GED and 120 have been placed in jobs. The spacious and well-equipped facility was renovated by a local business and contributes to the sense of enthusiasm and pride the community displays toward the center. Local organizations are planning an expansion to handle an additional 500 students a day.

Other features that bespeak excellence include reliance on full-time teaching staff; regular and innovative staff development; strong partnership mechanisms involving the local department of social services, businesses, school district administrators, volunteer literacy organizations, and the community at large; programs to serve those with limited English proficiency or disabilities; a strong counseling service; and an electronic student progress tracking system.

Photo caption: Candido Santiago, a participant in the Foster Grandparent program who is assigned to the center, shares story time with two children enrolled in the preschool program. Parents of the children are all involved in either ESL or basic skills programs at the Center, as well as joining their children in family literacy activities.

Contact: *Donna Phillips, Coordinating Director, Adult and Continuing Education, 30 Hart Street, Rochester, New York 14605, Telephone 716/262-8326.*

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ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM

ARLINGTON, VIRGINIA (REGION III)

The Arlington Education and Employment Program (REEP) is a special project within the Department of Vocational, Career and Adult Education of Arlington Public Schools. A multifaceted program, REEP offers general English as a second language services to 2,000 students a year, as well as computer-assisted instruction, family li teracy services, and a nationally recognized workplace literacy project. .

Since its inception in 1976, the REEP program has served more than 24,000 adult limited English speakers. While the majority of student are from Central America, large numbers of refugees from southeast Asia, Ethiopia, Afghanistan, and eastern Europe also attend. The program helps learners to:

- develop basic skills needed to function in the workplace, home and community;
- apply civic knowledge and higher order thinking skills critical to participation in a democracy;
- acquire skills needed for lifelong learning;
- foster intergenerational learning; and
- understand the role of technology in daily life.

Various program components reflect evolving needs and priorities of limited English speakers in Virginia and in the entire United States. The program's mission and philosophy enable staff to be dynamic and responsive to changing needs of the population.

The program provides an artful mix of services and funding sources. For example, the general English as a second language and literacy program offers structured and intensive instruction in three tracks to fit students' previous educational skills and learning goals. REEP also offers instruction through an adult learning center, which is part of a national network. The center assures adult learners access to advanced educational technologies to improve language and literacy skills while under the direction of experienced ESL teachers. Workplace literacy services for on-site instruction are customized for five service-related industries. Since 1988, REEP's workplace program has received four grants from the highly competitive National Workplace Literacy Program.

The REEP program has consistently met its goals. Recent completion rates include 78 percent in general ESL, 100 percent in family literacy, and 82 percent in workplace literacy. Recent retention rates are 77 percent, 83 percent, and 82 percent for these respective programs.

Photo caption: This student is using computer technology to develop his English listening skills and build vocabulary. An immigrant from El Salvador, he uses the learning center to supplement his ESL classroom instruction.

Contact: *Inaam Mansoor, Director, Arlington Education and Employment Program, 1601 Wilson Boulevard, Arlington, VA 22204, Telephone 703/358-4200.*

WORKSITE EDUCATION PROGRAM

LOUISVILLE, KENTUCKY
(REGION IV)

The Jefferson County Public School's Worksite Education Program represents an exemplary workplace education program, funded by a variety of public and private sources. The largest investors are employers in Jefferson County. Outstanding features include a state-of-the-art multiple assessment and instructional design, exemplary teacher selection and staff training components, a well-developed evaluation design, and extensive employer and community involvement.

The five objectives of the program are coordination, assessment and instruction, service to 50 companies with 1,500 employees, development of an instructor selection process, and use of a research model. These objectives were established to support successful implementation of Jefferson County's innovative, progressive and relevant workplace education program. To date, all program objectives have been achieved. One has been surpassed: more than double the projected number of employee students have been served.

Attainment of student goals is a priority for this program. Student goals--and activities to meet those goals--are documented on an individual education plan. Students are assessed to determine their learning styles, to set learning objectives, to asssure proper placement in instructional programs, and to determine learning gains.

The program's evaluation design can be viewed as a model. Students, staff, and employers have had ample opportunity to assess the outcomes and value of the program. An Evaluation Report covers the results of surveys of teachers, participants, students exiting the program, and employers. Instruction is relevant to the work and personal needs of employees. A customized Comprehensive Adult Student Assessment System (CASAS) Curriculum Index has been developed for this program, thereby matching assessment with curriculum.

Workplace education is perhaps the fastest-growing targeted program in adult education. There is immediate need for useful program designs, assessment and instruction techniques, and evaluation models. The Jefferson County Public School's Worksite Education Program demonstrates effectiveness in implementing many important components of this program area.

Photo caption: Thomas Fleitz, a saw operator at Independent Container, Inc. in Louisville, is enrolled in Jefferson County's Workplace Training program. He is shown using math concepts learned in class to make calculations required on the job.

***Contact:** Jeannie Heatherly, Adult and Continuing Education, Jacob Annex, 3670 Wheeler Avenue, Louisville, KY 40215, Telephone 502/473-3400.*

THE ADULT EDUCATION AND LITERACY PROGRAM TOWNSHIP HIGH SCHOOL DISTRICT 214

ARLINGTON HEIGHTS, ILLINOIS (REGION V)

Operating under the umbrella of a dynamic and comprehensive Community Education Program, the Adult Education and Literacy program of Township High School District 214 is an integral part of both a concept and a process designed to link community needs and resources to improve the quality of life in Northwest suburban Chicago communities. In 1991, the program served more than 7,000 adults, a large percentage of them from the area's growing immigrant population.

Notable among many outstanding features has been its extensive use of community needs assessments over the past eight years. Most recently, the Community Education Program Survey of 1992, mailed to over 102,000 households, will be used to evaluate the adult learning program, identify areas for program expansion and improve scheduling. Similarly, a 1992 Skills and Training Needs Survey of 600 businesses, conducted jointly with the Arlington Heights Chamber of Commerce, identified businesses interested in upgrading workers' basic skills through cooperative partnerships.

Results of needs assessments are used regularly to form and promote community and business/education partnerships. To date, some 72 businesses, organizations, and institutions have formed partnerships with the District.

While the District 214 program uses traditional sites such as libraries and public high schools, instructional sites and approaches are increasingly marked by innovation. For example, a partnership with IBM at its Rolling Meadows and Oak Brook offices has established Adult Skills Centers combining literacy volunteer instruction with computer-assisted learning. IBM employees, trained by District 214 professional staff, serve as tutors in a state-of-the-art computer lab. These sites have served as models for other Chicago-based businesses. At the Arlington International Racecourse, both the Trackside Restaurant and the Backstretch, where seasonal racetrack workers reside, offer ESL and the adult education component of family literacy classes. The instructional programs have improved communication between workers and management and increased the ability of workers to use community services. The success of this innovative program for seasonal workers is being recommended for replication throughout the Illinois racetrack network.

The effectiveness of the District 214 Adult Education and Literacy Program is enhanced by its strong and active Literacy Council and Community Education Advisory Committee and the Community Education Foundation, which generates and distributes financial resources to supplement public funds.

Photo caption: Family literacy is an intergenerational program for children whose parents are enrolled in adult education and literacy classes. This educational child care program provides preschoolers with enrichment in language, listening, reading, writing, thinking, and life skills, and encourages parental interaction.

***Contact**: Richard Chierico, Director of Community Education, Forest View Educational Center, 2121 S. Goebbert Road, Arlington Heights, IL, 60005, Telephone 708/364-8704.*

ADULT BASIC EDUCATION PROGRAM

DONA ANA BRANCH COMMUNITY COLLEGE
LAS CRUCES, NEW MEXICO
(REGION VI)

Adult education staff at Dona Ana Branch Community College demonstrate excellence in meeting the educational needs of more than 4,000 adult students each year. The college operates 30 sites throughout 3,500 square miles of Dona Ana county and the southern portion of Sierra County. Services include English as a Second Language (ESL), GED preparation, citizen preparation, basic skills, prevocational, tutoring, and career counseling.

Among its innovative initiatives are year-round instruction, student tutorials, a computerized reading development program, expanded student services, and publication of a student newspaper, *EL Progresso.*

Examples of expanded program services include the STEP AHEAD Workplace Literacy Project at Memorial Medical Center; the New Mexico Human Resources Development Institute's Dislocated Workers Program (Stahmann Farms) ESL and GED classes; and the 10-week training program for employees of the Sara Lee Hosiery Plant.

Emphasis on life management skills is demonstrated through three learning components at the Quintana Learning Center. These include: increasing self-esteem through personal, societal, employment, and family relationships; developing positive behaviors to replace self-defeating behaviors; and building relationships through an examination of feelings and interactions.

Coordination with other educational services enables students to obtain realistic answers to education and career questions. Counselors provide information on new careers through a computerized Guidance Information System. A strong commitment is made to help disabled students by furnishing necessary resources to enable them to function independently.

Nearly 400 students have received an adult high school diploma; more than 800 others have entered other educational or training programs; approximately 100 became U.S. citizens, and nearly 300 found employment or were promoted. The Community College has received special recognition for helping program completers and GED graduates. In the spring of 1992, 31 percent of newly enrolled students were GED graduates, as compared with the national average of nine percent for community colleges.

Photo caption: The Center emphasizes flexibility in students' learning styles. Shown above is adult basic education student Rini Serna, who studies while her daughter naps.

Contact: *Joe Lopez, Director, Adult Basic Education, Dona Ana Branch Community College, P.O. Box 300001, Las Cruces, NM 88003, Telephone 505/527-7541.*

PARKWAY AREA ADULT BASIC EDUCATION

CREVE COEUR, MISSOURI
(REGION VII)

The Parkway Area Adult Basic Education Program is a comprehensive adult education and literacy program serving six public school districts in the greater Saint Louis metropolitan area. In 1990-91, the program served more than 3,000 adults in 37 different locations. Classes are offered mornings, afternoons, and evenings, five days a week.

The program is organized into four basic instructional areas: literacy/pre-GED/GED; English as a second language (ESL); retirement and nursing home; and workplace literacy. Each instructional area has a defined curriculum, including clearly stated learning objectives. Through a prescriptive learning system, general literacy, pre-GED, and GED students are instructed in one or more of five subject areas--reading, math, writing skills, science, and social studies. The program has developed its own system for translating TABE (Test for Adult Basic Education) test results to appropriate instructional strategies.

The program has a wide variety of sophisticated materials designed to facilitate and support program implementation. A teacher's handbook with a special section for ESL teachers is provided to all staff. The program has also developed guidelines to help new ABE teachers select appropriate instructional material. Two model guides for workplace literacy programs include information on conducting environmental scans and task analyses, and developing functional context materials.

A variety of data are gathered to determine the extent to which program objectives are being met. Teachers and classes are observed and formally evaluated quarterly. Students are routinely asked to evaluate the teachers and their classes. Student progress reports are maintained for every student.

Outstanding features of this program include the use of well-trained volunteers in both instructional and support roles, and the special assistance provided physically and mentally disabled students. Literacy students are paired with one or more of the 83 trained volunteer reading tutors. Twenty-six percent of the program's total enrollment in fiscal year 1990-91 fell into this category.

Photo caption: The Parkway Area Adult Basic Education Program coordinates services with Specialized Transitional Activities and Rehabilitation Training (START) to provide classes for the physically challenged. Pictured here is START student Michael Lane, working with his tutor on a writing assignment.

Contact: Donna F. Burk, Director, Parkway Area Adult Basic Education, 12657 Fee Fee Road, Creve Coeur, MO 63146, Telephone 314/469-8534.

THE ADULT LEARNING CENTER

WESTERN WYOMING COMMUNITY COLLEGE
ROCK SPRINGS, WYOMING
(REGION VIII)

The Adult Learning Center (ALC) of Western Wyoming Community College (WWCC) is the oldest comprehensive Adult Basic Education (ABE) program in the state of Wyoming. The center has served as a model for the development of several newer ABE programs at community college settings, especially those that use volunteers and support rural outreach sites.

Besides being the only adult basic education institution in Sweetwater County--encompassing 10,473 square miles--the WWCC Adult Learning Center is the only such institution in southwest Wyoming. The center also sponsors adult basic programs in ten communities outside of Swetwater County and three correctional institutions. During 1992, the program served more than 800 persons. Its emphasis on strong "self-esteem building" through instructor-learner conferences has contributed to high retention and personal goal expansion of students.

One of the outstanding features of the center is its responsiveness to learner needs. There is no waiting list: students receive instruction within one week of enrollment. Each learner is interviewed and assessed through a combination of formal and informal instruments.

The center has one of the most comprehensive ABE/GED/ESL libraries in the state, based upon a conscious decision that each student should have access to three or more texts at any level and 40 or more pleasure readers. Additionally, the center has developed an extensive collection of computer software that supplements and supports the classroom and tutorial processes. The program provides computer lab training in a way that facilitates enrollment, accelerates learning, and improves retention. Software has also been obtained that works especially well with learning disabled students.

Another element of the center's success is the strong support of social service agencies and other local educational institutions. Major organizations in the Center's network include the Department of Family Services, Department of Vocational Rehabilitation, the Y.W.C.A., Job Service, Job Training Partnership Act programs, School Districts Number One and Two (Rock Springs and Green River), Sweetwater Country Library, and local businesses. A very sophisticated tracking system on student progress provides information on program effectiveness and funding sources.

Photo caption: Being responsive to individual learners' needs is a hallmark of Western Wyoming Community College's Adult Learninag Center. Instructor Jim Springsteel, shown above, informally assesses the needs of GED learners before prescribing a plan of study.

***Contact:** Bonnie Pendleton, Western Wyoming Community College, 2500 College Drive, Rock Springs, WY 82902-0428, Telephone 307/382-1600.*

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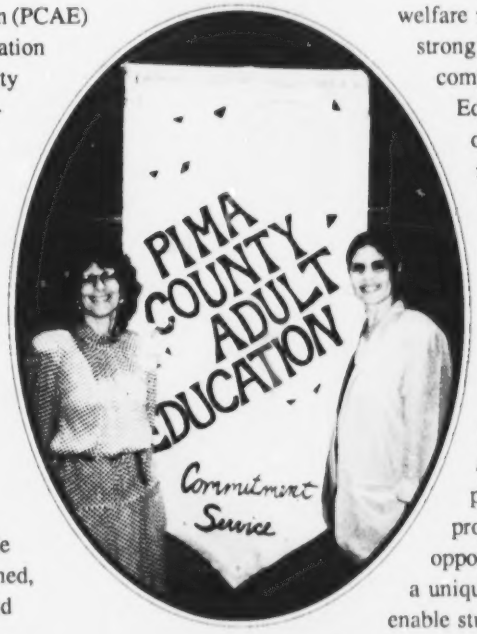
PIMA COUNTY ADULT EDUCATION

PIMA COUNTY SUPERINTENDENT OF SCHOOLS
TUCSON, ARIZONA
(REGION IX)

Pima County Adult Education (PCAE) has been providing adult education services to Tucson/Pima County communities since 1969. Diversity in population and geography mark the region served by the Pima County Adult Education program. Program sites are found in elementary and high schools, workplaces, correctional facilities, community organizations, urban learning centers, and the Tohono O'Odham and Yaqui Indian reservations. The program covers a geographic area larger than Rhode Island and Connecticut combined, encompassing highly urban and distinctly rural areas.



The program currently serves 9,000 adults annually in literacy, GED, English as a second language (ESL), and citizenship classes. PCAE views teacher/student partnerships as the critical element in moving adult learners toward achievement of their goals and self-sufficiency.

Among the most outstanding features of PCAE is the variety of programs it provides to meet the needs of special populations. Examples of these include the Homeless Education Project implemented through cooperative partnership with other providers of services to the homeless; the JOBS project for welfare recipients that includes a strong life skills and counseling component; and the Workplace Education Project that supports onsite instruction in work-related basic skills for employees, including ESL.

Of special note is Pima County's Project RAISE (Rehabilitative Adult Independent Skills Education) that serves disabled students. More than 100 developmentally disabled adults, many with additional physical handicaps, are provided with educational opportunities annually. RAISE uses a unique arts-oriented approach to enable students to grow through self-expression. In addition, Pima County operates an ABE/GED class for deaf and hearing-impaired adults through the Community Outreach Program for the Deaf using American Sign Language.

Recently, PCAE was one of five programs in the nation to receive a $225,000 Toyota Families for Learning Grant award from the National Center for Family Literacy for its Sunnyside Up family literacy program. Its workplace education program has been featured among four others nationwide in U.S. Department of Education publications as one that offers effective and promising practices for replication.

Photo caption: PCAE Associate Director Susana Mincks and lead teacher Maria Acevedo hold a banner proclaiming the program's motto: Opportunity, Commitment, and Service.

***Contact:** Greg Hart, Director, Pima County Adult Education, 130 W. Congress, Room 540, Tucson, AZ 85701, Telephone 602/740-8695.*

ADULT LITERACY PROJECT

TACOMA COMMUNITY HOUSE
TACOMA, WASHINGTON
(REGION X)

Tacoma Community House (TCH), a nonprofit, community-based organization, is a multiservice center for immigrants and refugees offering adult literacy education, employment and training, bilingual services and advocacy. Its goal is to empower people to improve the quality of their lives through education and to encourage the promotion of educational values in the home.

The guiding principle for all projects and staff is that the client comes first. The majority of English as a second language (ESL) and Adult Basic Education (ABE) tutoring services are provided at TCH, which is located in a low-income neighborhood plagued by social and economic problems. While office spaces are crowded, classrooms are spacious. The atmosphere is friendly and professional. On a daily basis, TCH houses 34 full-time staff, 11 part-time instructors, 20-30 volunteer tutors, 6-10 college workstudy tutors, 250 ESL students, 90 ABE\GED students, and 20-30 walk- in clients for testing, bilingual outreach services, job placement counseling, and help with tax forms and other paperwork. Classes are provided through year-round flexible scheduling.

Although many of the services are designed for immigrants and refugees, the agency serves a diversity of clients. The staff is 35 percent bilingual. Waiting lists exist for almost every service offered.

TCH's curriculum is competency-based and focused on the language, basic skills, and critical thinking skills necessary to reach student goals. It has developed curriculum materials that emphasize specific learning styles of the targeted population. TCH staff helped to develop the Statewide Refugee ESL curriculum. Staff development is a high priority for full and part-time staff and volunteers. TCH is the recognized leader in supporting, promoting, and enhancing volunteer ESL programs in Washington through ESL training workshops and technical assistance to volunteer programs and conducts an annual volunteer conference with 250 participants.

One of TCH's greatest strengths is its coordination with other agencies. TCH has cooperative arrangements with two private universities for the Student Literacy Corps, the Department of Health and Social Services for referral of welfare clients, the Department of Developmental Disabilities for clients, JOBS and Even Start programs for transportation and child care services, and the Urban League and YMCA for the use of facilities and computer hardware.

Photo caption: Tacoma Community House staff have a personal relationship with their clients. In the photo above, Candy Carbone, an ESL instructor and JTPA counselor, encourages a refugee from Vietnam who is learning English.

***Contact:** Debbie Reck, Education Program Manager, Tacoma Community House, P.O. Box 5107, Tacoma, WA 98415, Telephone 206/383-3951.*

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COMMENDATIONS TO OTHER 1992 FINALISTS

James H. Groves Adult High School
Dover, Delaware

(Region III)

Basic Skills Education Program
Catawba Valley Community College
Hickory, North Carolina

(Region IV)

Adult Literacy Program
College of DuPage
Glen Ellyn, Illinois

(Region V)

Adult Basic Education
Southeast Community College, Lincoln Campus
Lincoln, Nebraska

(Region VII)

Cheyenne Adult Learning Center
Laramie County Community College
Cheyenne, Wyoming

(Region VIII)

Regional Adult Learning Center
Eastern Idaho Technical College
Idaho Falls, Idaho

(Region X)

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Area Coordinator Midwest (Area III)	Mike Dean 202/205-9294
Area Coordinator West (Area IV)	Carroll Towey 202/205-9791
Clearinghouse	Tammy Fortune 202/205-9996
Information Services	Joyce Ryan 202/205-8959

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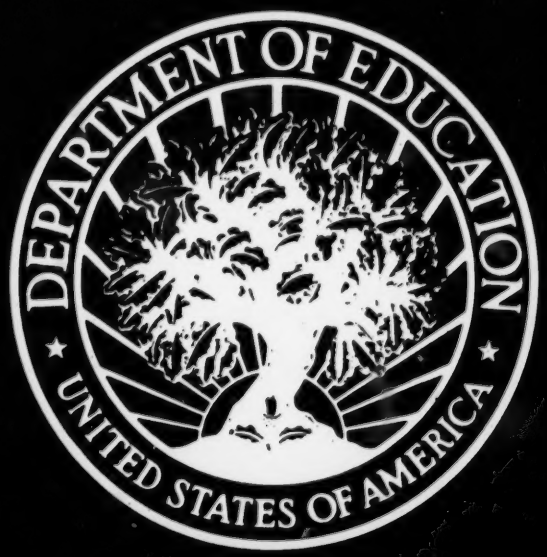

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